

## PAVILION SEMINARS – SPRING 2017

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### **Markets and Morality (Sahar Akhtar)**

The purpose of this course is to introduce students to economic principles and ethical theories by exploring a range of topics connected to the morality of markets and trade. Questions explored will include: whether some things (e.g., kidneys, sex) should not be for sale; whether engaging in market activity can cause one to become more selfish; and, whether placing a price on certain things (e.g., votes) changes the meaning of that thing. This course will employ innovative techniques to examine these questions. For instance, students will participate in economic “games” (e.g., ultimatum and dictator games) and in experimental market transactions (e.g., barter and auctions). By engaging in these “hands-on” activities inside the classroom, students will gain a deeper understanding of basic economic theory and practice and its most significant challenges.

### **The African City: A Historical, Cultural and Spatial Exploration (Ellen Bassett)**

Early in the 21st century, the earth’s population became more urban than rural launching what has been called the “urban millennium”. Caused by in-migration into cities of the Global South, explosive urbanization presents severe problems including the rampant growth of slums, inadequate urban services, deficient transportation and infrastructure systems, and degraded air and water. While the growth of cities in China and India provide the most iconic examples, an equally significant—but less heralded—urban transformation is taking place on the continent of Africa. From 1960 to 2011, the urban share of Africa’s population rose from 19% to 39% with 416 million Africans living in cities in 2011. Urban growth is projected to continue unabated with the continent forecast to reach 58%—majority urban—by 2030. Several Sub-Saharan African cities—Nairobi, Dar es Salaam, Kinshasa—are amongst the fastest growing in the world. But the growth of African cities is not all doom and gloom—cities on the continent are engines of economic growth, social mobility, and prosperity. They are centers of creativity and innovation—captured in the continent’s burgeoning presence in music, film, theater and literature. The course will explore the many dimensions of the African City through a variety of texts, media, and representations drawn from a variety of disciplines. We will explore the city as a static representation (as in the statistics above), as a physical space (so architecture and urban form), as a lived experience (through film and fiction), and as an aspirational space (e.g., a place of striving, a place of nation-building.)

### **Travel and Transformation (Sarah Betzer)**

Whether our itineraries are real or imagined, we are all tourists. How should we understand the allure of dislocation? This course focuses on the theory and practice of travel, touching down on ideas and episodes drawn from the 18th through 21st centuries. We will begin by examining models of transformative experience: of nature, the sublime, and the lure of the exotic from Thomas Jefferson in Italy to Gustave Flaubert in Egypt; encounters with monuments from Santa Croce to the Taj Mahal; and aesthetic experiences framed by the art museum, from the first modern displays of ancient sculpture to the Mona Lisa. Together we will probe what travel has been imagined to do for us or to us. These questions will be considered from many vantage points and in myriad locales. Important stops will include: our consideration of the significant fact that the modern age of travel is also the age of empire; the idea of travel as an engine for self-discovery; transoceanic travel from golden age of ocean liners to Semester at Sea; and 21st-century poverty

tourism from Rio de Janeiro to Mumbai. Throughout the semester, students will draw upon their own first-hand travel and observations: from analyzing the range of touristic experiences observed at Monticello to locating their own spring break mementos within a history of the souvenir. There are no prerequisites for the course, and students from all majors are welcomed.

### **Digital Practicum in Map History (Max Edelson)**

This seminar is a practicum: a collaborative, project-based course in which the instructor and the students work together to build an online exhibition of an important map collection. It involves an interdisciplinary focus on the history of cartography, visual design, digital humanities, public history, and the global history of empire. This year, we partner with the William L. Clements Library at the University of Michigan to produce a digital atlas of the Murray Map Collection on the MapScholar visualization platform. The British Army created these eighty high-resolution manuscript charts of land along the St. Lawrence River to record the people and places of what had been New France and what would become the British colony of Quebec in Canada. The images sit at the crux of a number of important developments in the early modern world, including settler colonialism, indigenous land rights, Enlightenment statecraft, and the creation of one of the first “polyglot” empires that would soon characterize modern global imperialism. As students geo-reference maps, design dynamic visualizations, record object metadata, manage distributed web resources, and write essays, annotations, and documentation, they will gain first-hand experience with digital humanities work. We will meet via videoconference with Clements librarians to build a resource that will best serve the broader public they aim to reach, learn how to use advanced GIS tools at the Scholars’ Lab, and conduct a field survey using eighteenth-century methods. Students will work independently as well as in teams and class meetings will combine hands-on tutorials and project planning meetings with discussions of common readings in history, visualization and design, historical geography, Native studies, sociology and other fields. At the end of the course, we will present our completed digital atlas to the Clements Library for their review and use. No special computing skills are expected or required.

### **Daily Life (Mark Edmundson)**

The idea of this seminar is to help make students (and their instructor) more thoughtful about the conduct of everyday life. Through the course of the term, we will move through the length of a day. We’ll begin in the morning: What’s for breakfast? We’ll end at bedtime: What are dreams? In between, we’ll ponder many of the decisions a student is likely to make in a given day. What clothes shall I wear? What courses shall I take? Who should my friends be? What pills shall I take, if any? How much computer time? How much social media? What music shall I listen to? How shall I relax? Can I learn from my dreams?

The readings will be goads to discussion, not strict guides to belief. Mostly they will be short excerpts from the works listed. The course will be interdisciplinary. Readings will come from many different areas, from philosophy to psychology, to pharmacology to nutritional studies. There will a long paper and a weekly writing assignment. The course will cover the second writing requirement.

### **The Future of World Heritage: UVa and our sister UNESCO Sites (Elizabeth Fowler)**

How should we pass on our Academical Village to the globe and its future generations? This course will study the UVa/Monticello UNESCO site together with a number of other sites also enrolled on the UNESCO World Heritage list (<http://whc.unesco.org/en/list>). We'll be interested especially in sites that house very old, living universities (like the Medina of Fez, Morocco), that have connections to the Atlantic slave trade (like Elmina Castle, Ghana or Robben Island, South Africa), that own library or other material culture collections of historical significance (like Florence, Italy), are threatened by war or global warming (like Palmyra, Syria), and that evidence architectural design and political theology of global importance and influence (like Nara, Japan). How does our UVa site matter to the world? And how do we want to shape that meaning going forward? Aspiring historians, architects (including landscape) and planners, cultural studies scholars, writers, visual artists, archaeologists, environmentalists, book collectors, critical race theorists, museum studies scholars, heritage and tourism scholars, preservationists, lovers of the University, and more are all encouraged to apply. The goal of the course will be to produce thoughtful documents that could be of use to the University in planning for our future, as well as strategies that might be of use to UNESCO or to other sites in their own planning. Research, teamwork, analytical creativity and skill, persuasive writing, and passion will be required. Your work will matter.

We will investigate and assess UNESCO process and documents, the built environment of world heritage in comparative context, environmental, military, and economic threats, questions about intangible cultural heritage and how it interacts with built environments, preservation goals for material culture, and the spatial organization and disposition of these sites. How do site managers around the world cope with threats from pollution to global warming to ISIS? What sorts of experiences are designed for visitors? What is the relation of the site to the communities around or in it, economically and culturally? What stakeholders are engaged in its ongoing presence in the world? How do the interests of the "nation" balance with those of global scholarship, religion, peace, and human health? And, most importantly, what kinds of criteria would we like to bring to bear in thinking about our own management of our UNESCO site into the next decades?

### **Empires Many Ways (Krishan Kumar)**

Empires have been a feature of human history for most of its time. This course aims to explore the experience of empire in the Western world – the Spanish, French and British empires especially. We will draw upon a range of approaches – historical, literary, cultural, political – to examine how empires have been conceived, how they saw their purposes, and what their effects were on their subjects (both at home and in the colonies). A particular feature of the course is to listen to the different types of "voices" reflecting on empire: that of the novelist, the cultural critic, the analyst, and the subjects of empires. To that end we shall consider the writings, among others, of Joseph Conrad and George Orwell, C.L.R. James and Mary Seacole, Franz Fanon and Edward Said.

### **Why do We Teach? (Antonia LoLordo)**

There's been a lot of talk at UVA and elsewhere recently about the purpose of a liberal arts education. And there've been a lot of debates about the proper content of primary and secondary education. But both these discussions presuppose answers to an earlier, more fundamental question: why do we teach our kids anything at all? What is the point of education in general –

whether the education of young adults or young children? Many different answers to this question have been given. We teach our children so that they will be effective members of the ruling class, so that they will be prepared for the workforce, or so that they can take their place in a predetermined social hierarchy. We teach our children to read so that they can read the Bible, the Quran, or the Torah. We send our daughters to school so that they can become good wives and mothers. We teach our children in order to inculcate the correct values or the correct tastes. We teach our children to help them realize their innate inner potential or – and this is the currently-favored answer among those who defend education as something more than job-preparedness – to make them good citizens or active contributors to a democratic society. We'll examine all these answers and more.

### **Women & Leadership: Global Opportunities & Challenges (Melissa Thomas-Hunt)**

What is the current state of women as leaders? In what way does the progression of women into the leadership ranks vary across the globe? What special challenges face women as they transition from students to managers to leaders? Through cutting-edge research we will examine gender and leadership styles, traits, and effectiveness; effects of stereotypes, prejudice, and discrimination on women's underrepresentation in leadership; identity, intersectionality, and global dimensions of women's leadership; effects of role conflict and organizational press on women's leadership; media and political representation; and strategies for changing the landscape of the upper echelons of organizations and society. Through case studies, videos, and exercises we will consider the very real challenges and opportunities that exist and persist for women leaders. Additionally, guest speakers will share their experiences with the class. Finally, there will be time to engage in deep reflection about what students expect from their careers, as well as a chance to consider the pathways they must take to become effective and inclusive leaders in increasingly diverse organizations.

### **New Orleans: Between the Devil and the Deep Blue Sea (Jennifer Tsien)**

Since its foundation in 1718, New Orleans has suffered fires, plagues, and floods, as well as man-made problems. And yet the city represents a unique culture that lives on in the collective memory and in the rituals of its inhabitants; it also lives on in the fantasy of outsiders. Its sense of foreignness within the United States constantly makes us question assumptions about race, history, identity, and culture. In the texts and films we will study, several themes emerge. As the title of this course indicates, ominous water imagery will appear repeatedly, as will the figure of the devil, a fanciful personification of the forces responsible for the city's troubles. Additionally, two emotions predominate: a certain nostalgia for lost things and a sense of the tragi-comic, or laughter as a response to horrible circumstances. Materials for the course will include sources from history, French and American literature, and films that established many of the clichés about the city (vampires, voodoo, the figure of the "tragic mulatta"), as well as scholarly studies of the city's unique food and musical culture.

### **Economic Opportunity and the Digital Revolution (Philip Zelikow)**

Amid the biggest economic transformation in a century, the challenge of our time is to make sure that all Americans benefit from the digital revolutions upending modern life. We have been here before. More than a hundred years ago, America experienced another enormous economic

transformation. The country remade all its economic and educational institutions – with great success. We are now in the early stages of another such time of deep change, full of anxiety but also tremendous possibility. This seminar dives into these issues of the past, present, and future. It cut across disciplines like history, economics, engineering, business, education, political science, public policy, and sociology.

### **Interpreting the American Landscape (Olivier Zunz)**

How do Americans interpret their landscape? In this seminar, we discover, with the help of history, art, literature, and geography, the successive political and cultural meanings Americans have seen in their physical surroundings, from the days of the first New England towns to our giant megalopolises. We study how a few landmark legislative designs such as the Northwest Ordinance (1787), the Homestead Act (1862), or the Highway Act (1956) have re-ordered our environment and means of exchange. We revisit a few natural landscapes that have stirred the imagination of generations of artists and writers. We probe our presumably familiar surroundings on Main Street and suburbia and also investigate less familiar slum and ghettos, where much of the history of civil rights has been fought. Finally, we examine the contentious rebuilding of Ground Zero after 9/11. With 14 weeks in the seminar, we will focus our efforts on analyzing 14 landscapes emblematic of how Americans exercise their rights and duties as citizens. Students will select three of them for three short research essays. The seminar is interdisciplinary.